

"Clustered" Competencies for EARLY CHILDHOOD EDUCATION

You are responsible for meeting all of the knowledge and performance standards and additional requirements for this endorsement. To assist you in writing to the knowledge and performance standards, they have been grouped or "clustered" into the following topical areas. These areas are incorporated in the scoring rubric for this endorsement. Please write to these "clustered" competencies.

Knowledge and Performance Standards – Professional Knowledge:

- PK 1 Knowledge of the progression of prenatal through middle childhood growth and development and ability to apply this knowledge to all aspects of Early Childhood practice
- PK 2 Knowledge of biological, genetic, environmental, cultural and familial factors in children's development and their impact on exceptionalities
- PK 3 Knowledge of family systems theory and ability to implement family centered practice
- PK 4 Knowledge of and ability to incorporate and use community resources
- PK 5 Knowledge of and ability to implement Vermont's learning standards for young children¹
- PK 6 Knowledge of and ability to develop and implement appropriate early childhood curriculum and instruction
- PK 7 Knowledge of and ability to develop and implement appropriate early childhood learning environments
- PK 8 Knowledge of and ability to integrate the arts and creative expression in the early childhood curriculum
- PK 9 Knowledge of and ability to appropriately assess young children's learning and development
- PK 10 Knowledge of and ability to incorporate health and safety issues, procedures, and regulations

Knowledge and Performance Standards – English Language Arts:

- ELA 1 Knowledge of the processes, principles, and dimensions of oral language and literacy development
- ELA 2 Knowledge of a wide variety of young children's literature and media
- ELA 3 Knowledge of the purposes and elements of language
- ELA 4 Knowledge of the developmental progression of phonological awareness, spelling, and morphological analysis
- ELA 5 Knowledge of the processes and components of reading comprehension and fluency
- ELA 6 Knowledge of the process of writing development and the components of effective written expression

- ELA 7 Knowledge of and ability to implement in a comprehensive literacy program instructional strategies that support development of oral and written language, literature appreciation and analysis, decoding and word analysis, written expression, and reading comprehension and fluency
- ELA 8 Knowledge of and ability to assess the various dimensions of literacy development and adapt literacy instruction to meet the needs of individual students

Knowledge and Performance Standards – Mathematics:

- M 1 Knowledge of the process of children's early numeracy development, common misconceptions in the mathematical reasoning of young children, and implications for instruction
- M 2 Knowledge of and ability to apply state and national standards and content, concepts, and skills in the areas of number and operations, algebra and functions, geometry and measurement, and data analysis, statistics, and probability
- M 3 Knowledge of and ability to implement appropriate early childhood mathematics teaching methods

Knowledge and Performance Standards – Social Studies:

- SS 1 Knowledge of and ability to apply state and national standards and content, concepts, and skills in the areas of history; cultural geography; diversity, unity, identity, and interdependence; and citizenship
- SS 2 Knowledge of and ability to implement appropriate early childhood social studies teaching methods

Knowledge and Performance Standards – Science:

- S 1 Knowledge of and ability to apply state and national standards and content, concepts, and skills in the areas of the life sciences; physical sciences; earth, environmental, and atmospheric sciences; and living and non-living systems
- S 2 Knowledge of and ability to implement appropriate early childhood science teaching methods

Additional Requirements:

A minimum of a practicum, or the equivalent, in early childhood education at the birth to 5 and/or 5-8 age levels depending on the authorization sought.

¹*Vermont's Framework of Standards for Early Development and Learning: Goals for Children Entering Kindergarten. DRAFT. (Standards, Monitoring, and Technical Assistance Subcommittee of the Vermont Early Childhood Work Group, October, 2002)*